

SCORING CRITERIA

Requests will be reviewed and scored by a grant review panel according to the following rubric. The maximum score possible is 100% (105% with preference points). Only requests scoring 60% or above will be considered for full funding. The grant review panel will make recommendations for funding based on total score and demonstrated need.

Any school that receives a high enough percentage to be funded (60% or greater) but receives an average score of 0 or 1 in any section will be required to rewrite that section before funding is awarded.

PREFERENCE POINTS: PROPORTIONATE DEMOGRAPHICS (5% of total)

0	1	2	3
No description provided; school does not meet criteria; local district demographics are unknown; or one or more sections is not answered.	All sections are answered; methods of determination are unclear or inappropriate; marketing & recruiting methods are unclear and seem unlikely to recruit the target demographic; no clear description of meeting student needs is provided.	All sections are answered; methods of determination are generally clear; marketing & recruiting methods are adequate and may result in recruitment of the target demographic; a clear description of meeting student needs is provided.	All sections are answered; methods of determination are very clear; marketing & recruiting methods are extensive and seem highly likely to result in recruitment of the target demographic; an extensive description of meeting student needs is provided.

REQUIRED CONTENTS OF THE CONTINUATION REQUEST

Narrative

I. STUDENT ACADEMIC ACHIEVEMENT (20%)

1a. Describe activities undertaken while the charter school was being planned to ensure that the school will provide a high quality academic program and that the school will be prepared to implement the educational programming described in the planning grant application.

0	1	2	3
No description provided.	Description is partial, vague, or unclear; activities do not seem likely to ensure high quality academic program; activities are poorly connected to academic program; school does not seem prepared to implement the programming.	Description is generally clear; activities may result in high quality academic program; activities are adequately connected to academic program; school seems adequately prepared to implement the programming.	Description is extensive; activities appear highly likely to result in high quality academic program; activities are extremely well-connected to academic program; school seems very prepared to implement the programming.

1b. Describe specific steps that will be taken to promote strong student achievement for all students, increase achievement for all, and decrease student achievement gaps.

0	1	2	3
No description provided.	Description is vague; steps do not appear likely to promote strong achievement, increase achievement, and decrease achievement gaps; connection between steps and achievement is unclear.	Description is adequate; it seems possible that steps will promote strong achievement, increase achievement, and decrease achievement gaps; connection between steps and achievement is adequate.	Description is extensive; steps appear highly likely to promote strong achievement, increase achievement, and decrease achievement gaps; connection between steps and achievement is extensive.

1c. Describe specific professional development activities that have been or will be offered to staff related to the school's educational program and increasing student achievement.

0	1	2	3
No description provided.	Description is partial or vague; professional development activities are limited; professional development activities are not clearly linked to steps and activities described in 1a and 1b; professional development appears unlikely to result in implementation of effective practices.	Description is adequate; professional development activities are adequate but not extensive; professional development activities are adequately linked to steps and activities described in 1a and 1b; professional development activities may result in implementation of effective practices.	Description is extensive; professional development activities are extensive; professional development activities are extensively linked to steps and activities described in 1a and 1b; professional development activities appear highly likely to result in implementation of effective practices.

1d. Describe specific steps that will be taken to recruit and retain highly qualified and highly effective teachers who are innovative and appropriate for the school's mission and educational program.

0	1	2	3
No description provided.	Description is partial or vague; school demonstrates a poor understanding of steps needed for recruitment and retention; steps described seem unlikely to result in recruitment and retention.	Description is adequate; school demonstrates an adequate understanding of steps needed for recruitment and retention; steps described may result in recruitment and retention.	Description is extensive; school demonstrates an extensive understanding of steps needed for recruitment and retention; steps described appear highly likely to result in recruitment and retention.

1e. Describe in detail ways in which parents and students will be provided with information about student academic achievement and will be afforded the opportunity to provide feedback to charter school faculty and staff about student achievement and ways in which it could be improved.

0	1	2	3
No description provided.	Description is partial or vague; school has poor processes for informing parents and students; school has poor or inadequate processes for getting feedback from parents and students.	Description is adequate; has adequate but not extensive processes for informing parents and students; school has adequate but not extensive processes for getting feedback from parents and students.	Description is extensive; school has extensive processes for informing parents and students; school has extensive processes for getting feedback from parents and students.

1f. Describe how the school will partner with its sponsor to evaluate performance and make adjustments as necessary for continuous school improvement.

0	1	2	3
No description provided.	Description is partial or vague; school does not appear to understand its role and its sponsor's role; school does not appear to have an adequate plan for evaluation and continuous school improvement.	Description is adequate; school has an adequate understanding of its role and its sponsor's role; school has an adequate but not extensive plan for evaluation and continuous improvement.	Description is extensive; school has an extensive understanding of its role and its sponsor's role; school has an extensive plan for evaluation and continuous improvement.

2. REFLECTION OF STATUTORY PURPOSES AND SCHOOL DEVELOPMENT (10%)

2a. Describe specific ways in which the charter school meets at least one of the statutory purposes of charter schools in Indiana Code 20-24-2-1, including:

- Serving the different learning styles and needs of public school students;
- Offering public school students appropriate and innovative choices;
- Providing varied opportunities for professional educators;
- Allowing public schools freedom and flexibility in exchange for exceptional levels of accountability;
- Providing parents, students, community members, and local entities with an expanded opportunity for involvement in the public school system.

0	1	2	3
No description provided OR charter school does not meet any statutory purposes.	Description is partial or vague; charter school poorly articulates how it meets statutory purposes; description does not clearly demonstrate that the school meets at least one statutory purpose.	Description is adequate; charter school adequately articulates how it meets statutory purposes; description adequately demonstrates that the school meets at least one statutory purpose.	Description is extensive; charter school clearly and extensively articulates how it meets statutory purposes; description clearly and extensively demonstrates that the school meets at least one statutory purpose.

2b. Describe specific ways in which positive school climate has been and will continue to be developed.

0	1	2	3
No description provided.	Description is partial or vague; few steps have been taken to develop positive school climate; steps do not seem likely to result in positive school climate.	Description is adequate; some steps have been taken to develop positive school climate; steps seem adequate to result in positive school climate.	Description is extensive; extensive steps have been taken to develop positive school climate; steps seem highly likely to result in positive school climate.

2c. Describe in detail ways in which parents and students have been involved and will be involved in developing policies and procedures for the school.

0	1	2	3
No description provided.	Description is partial or vague; parents and students appear to have very little input into policies; school does not appear to have contemplated parents or students having roles in policy development.	Description is adequate; parents and students appear to have some but not extensive input into policies; school appears to have somewhat contemplated parents and students having roles in policy development.	Description is extensive; parents and students appear to have extensive input into policies; school appears to have extensively contemplated parents and students have roles in policy development.

2d. Describe specific policies and procedures (e.g., discipline policies, attendance policies, academic policies, parent involvement policies, etc.) that have been developed and put in place at the charter school.

0	1	2	3
No description provided.	Description is partial or vague; very few policies have been developed or little work has gone into policy development; school demonstrates a poor understanding of policy development.	Description is adequate; adequate work has been put into policy development; school demonstrates an adequate understanding of policy development.	Description is extensive; extensive work has been put into policy development; school demonstrates an extensive understanding of policy development.

2e. Describe how policies and procedures were developed, how new policies and procedures will be developed, and how they will be implemented.

0	1	2	3
No description provided.	Description is partial or vague; policies appear to have been developed with little input; an inadequate plan for policy implementation is evident.	Description is adequate but not extensive; policies appear to have been developed with some input; a generally adequate plan for policy implementation is evident.	Description is extensive; policies appear to have been developed with extensive input; an extensive, strong plan for policy implementation is evident.

3. CHARTER SCHOOL GOVERNANCE AND LEADERSHIP (10%)

3a. Provide specific evidence that the selected charter school board is representative of the community in which the charter school is located.

0	1	2	3
No description provided.	Description is partial or vague; the board does not appear representative of the community; evidence provided poorly demonstrates that the selected board is representative of the community.	Description is adequate; the board appears generally representative of the community; evidence provided adequately demonstrates that the selected board is representative of the community.	Description is extensive; the board appears highly representative of the community; evidence provided strongly demonstrates that the selected board is representative of the community.

3b. Describe how board development will be provided throughout the existence of the charter school

0	1	2	3
No description provided.	Description is partial or vague; little board development is planned; description does not seem likely to result in high quality or sustained board development.	Description is adequate but not extensive; some board development is planned; description seems adequate for high quality and sustained board development.	Description is extensive; extensive board development is planned; description seems highly likely to result in high quality and sustained board development.

3c. Describe the methods by which board members were selected, as well as length of time that current board members will serve and how they will be replaced when their terms have ended.

0	1	2	3
No description provided.	Description is partial or vague; methods for board selection are vague and unclear; method for board replacement is inadequate or unclear and appears unlikely to build a continually strong and involved board.	Description is adequate; methods for board selection are adequate and generally clear; methods for board replacement are generally clear and adequate for building a continually strong and involved board.	Description is extensive; methods for board selection are extensive and very clear; methods for board replacement are very clear and appear highly likely to build a continually strong and involved board.

3d. Describe how the charter school is autonomous from both the organizing 501(c)(3) and the Education Management Organization (EMO) or Charter Management Organization (CMO), as applicable.

0	1	2	3
No description provided.	Description is partial or vague; description does not demonstrate that the school and its board are autonomous; autonomy is not evident	Description is adequate; description generally demonstrates that the school and its board are autonomous; autonomy is generally evident	Description is extensive; description is substantial, strong, and very much able to demonstrate that school is autonomous; autonomy is clearly evident

4. THE CHARTER SCHOOL IN THE COMMUNITY (15%)

4a. Describe ways in which the charter school will be reflective of the community, but also how the charter school will act as a positive agent of change for the community.

0	1	2	3
No description provided.	Description is partial or vague; charter school does not appear reflective of the community; school does not articulate a plan to be a positive agent of change.	Description is adequate; charter school appears generally reflective of the community; school articulates an adequate plan to be a positive agent of change.	Description is extensive; school appears very reflective of the community; school articulates an extensive plan to be a positive agent of change.

4b. Describe how the community has been involved in the charter school and ways in which community involvement has evolved throughout the planning of the charter school.

0	1	2	3
No description provided.	Description is partial or vague; little to no community involvement is evident; description of evolution of community involvement is vague or unclear.	Description is adequate; some community involvement is evident; description of evolution of community involvement is generally clear.	Description is extensive; community involvement appears extensive; description of evolution of community involvement is extremely clear and extensive.

4c. Describe the ways in which the charter school plans to continuously engage the community in strategic planning and decision-making for the school. This section should also include a description of the ways in which the school plans to build active partnerships with community agencies that are not just on paper.

0	1	2	3
No description provided.	Description is partial or vague; school appears to have few plans to engage the community; plans do not appear likely to engage the community; partnerships appear to be on paper only.	Description is adequate; school appears to have some plans to engage the community; plans appear adequate for community engagement; partnerships appear adequate but not extensive.	Description is extensive; school has extensive plans to engage the community; plans appear highly likely to engage the community; partnerships appear to be strong and extensive.

5. CHARTER SCHOOL RECRUITMENT AND ADMISSIONS (10%)

5a. Has the charter school had to (or will it have to) conduct a lottery? If so, describe in detail how the lottery was conducted, including due dates for applications, date on which the lottery was conducted, method by which the lottery was conducted (including possible exemptions or weighting), and ways in which the waiting list will be utilized in the upcoming school year. If not, describe why a lottery was not necessary and what steps would have been taken had a lottery been necessary, including how a waiting list would be utilized.

0	1	2	3
No description provided OR description includes prohibited enrollment limitations or illegal lottery exemptions.	Description is partial or vague; description of the lottery is unclear; reasons for exemption or waiting are legal but not well-explained; lottery methods are unclear; school does not have a clear plan for utilizing the waiting list.	Description is adequate; description of lottery is adequate and generally clear; reasons for exemption or weighting are legal and clearly articulated; lottery methods are generally clear; school has an adequate and generally clear plan for utilizing the waiting list.	Description is extensive; description of lottery is extremely clear; reasons for exemption or weighting are legal and clearly articulated; lottery methods are extremely clear; school has clearly articulated plan for utilizing the waiting list.

5b. Describe ongoing communication and recruitment activities that have been and will be undertaken in the target community, as well as the level of success of those recruitment activities.

0	1	2	3
No description provided.	Description is partial or vague; few activities have been undertaken; plans for future activities are limited or unclear; recruitment activities have been unsuccessful or appear likely to be unsuccessful.	Description is adequate; some activities have been undertaken; plans for future activities are adequate and generally clear; recruitment activities have been somewhat successful or appear somewhat likely to be successful.	Description is extensive; extensive activities have been undertaken; plans for future activities are extensive and extremely clear; recruitment activities have been very successful or appear very likely to be successful.

6. CHARTER SCHOOL NEEDS FOR IMPLEMENTATION (20%)

6a. Describe what the charter school expects to accomplish with the use of continuation funds for implementation. This section must include specific, measurable goals that the charter school expects to achieve or make progress toward achieving through the use of continuation funding from PCSP.

0	1	2	3
No description is provided.	Description is partial or vague; expectations for accomplishment are unclear or unreasonable; goals are not specific or measurable; goals are inappropriate for PCSP funding; goals are activities instead of goals.	Description is adequate; expectations for accomplishment are generally clear and somewhat reasonable; goals are generally appropriate for PCSP funding; goals are measurable and specific.	Description is extensive; expectations for accomplishment are extremely clear and very reasonable; goals are extremely appropriate for PCSP funding; goals are clear, measurable, and specific.

6b. Why are PCSP continuation funds for implementation uniquely appropriate for accomplishing the goals described in 6a?

0	1	2	3
No description is provided.	Description is partial or vague; school poorly articulates why PCSP funds are appropriate; no clear connection between PCSP funds and goals in 6a is made.	Description is adequate; school adequately articulates why PCSP funds are appropriate; some connections are made between PCSP funds and goals in 6a.	Description is extensive; school extensively articulates why PCSP funds are appropriate; extensive and clear connections are made between PCSP funds and goals in 6a.

6c. How will you evaluate progress toward achieving goals in 6a throughout the 24 months of implementation?

0	1	2	3
No description is provided.	Description is partial or vague; minimal or unclear plans for evaluation are articulated; evaluation plans do not appear adequate.	Description is adequate; adequate plans for evaluation are articulated; evaluation plans appear adequate.	Description is extensive; extensive plans for evaluation are articulated; evaluation plans appear extensive.

6d. Funding logic model (Continuation Funds Strategic Plan, page 17 of the continuation request)

0	1	2	3
No description is provided.	Logic model is unclear; activities and expenditures are not clearly linked to outcomes; outcomes provided in logic model are very different from goals in 6a; outcomes are unrealistic or not measurable.	Logic model is generally clear; activities and expenditures are somewhat clearly linked to outcomes; outcomes provided in logic model are somewhat similar to goals in 6a; outcomes are generally realistic and measurable.	Description is extensive; activities and expenditures are very clearly linked to outcomes; outcomes provided in logic model are very similar to goals in 6a; outcomes are ambitious yet realistic and measurable.

7. CHARTER SCHOOL FISCAL STABILITY (15%)

7a. Describe ways in which the charter school organizers and personnel have actively attempted to become aware of other funding sources, including funding sources from the federal government and private funding. Describe any additional funds (other than PCSP) that the charter school has obtained or plans to obtain, as well as how these funds will be used in conjunction with PCSP funds.

0	1	2	3
No description is provided.	Description is partial or vague; school has made little attempt to become aware of other funding sources; school does not have adequate plan for using subgrant funds in conjunction with other funds.	Description is adequate; school has made some attempt to become aware of other funding sources; school has adequate plan for using subgrant funds in conjunction with other funds.	Description is extensive; school has made extensive attempts to become aware of other funding sources; school has strong and extensive plan for using subgrant funds in conjunction with other funds.

7b. Describe in detail how the charter school plans to continue after federal PCSP dollars have expired. Provide evidence of a long-term, sound business plan that includes ways in which the charter school will work with its sponsor to ensure fiscal stability.

0	1	2	3
No description is provided.	Description is partial or vague; business plan is short-term or unsound; school has weak plan that is unlikely to ensure fiscal stability.	Description is adequate; business plan is medium- to long-term and fairly sound; school has adequate plan that may ensure fiscal stability.	Description is extensive; business plan is long-term and extremely sound; school has extensive and strong plan that is likely to ensure fiscal stability.